



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

"In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together".

Our Vision:

"Inspiring our students to succeed and make a difference".

Our Motto:

"Small schools make a difference".

Our Values:

"Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking".

Regular Board Meeting 2021/09

A G E N D A

Monday, September 27, 2021 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting - [Click here to join the meeting](#)
1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 152 620 348#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Closed. Videoconference & Teleconference available due to COVID-19 Pandemic.

Recorder: G. Christianson

PART I: Regular Board Meeting

Section (A): – (open to public): 6:30 p.m.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) TBA

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Cormier, Dr. Paul						Nesbitt, Jason					
Groulx, Michael						Pelletier, Allison					
Major, Christine						Pristanski, Kal					
Mannisto, Mark						Couture, Erin (Student)					
McIntyre, Margaret						Grace Molinski (Student)					
McRae, Pauline (Pinky)											

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>					
Bishop, Charlie: <i>Superintendent of Education</i>					
Goodman, William: <i>Superintendent of Education</i>					
Marton, Alex: <i>Superintendent of Business</i>					
Harris, Brent: <i>Manager of Financial Services</i>					
Paris, Marc: <i>Manager of Plant Services/Transportation</i>					
Grecica, Jason: <i>Team Lead - Business Services</i>					
Nault, Denis: <i>Manager of Human Resources</i>					
Lucas, Jay: <i>Coordinator of Information Technology Services</i>					
Kitchener, Nick: <i>Manager of Information Technology</i>					
Renaud, Deana: <i>Mental Health Manager</i>					
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>					
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>					
Christianson, GerriLynn: <i>Executive Assistant & Communications</i>					

2.0 Oath of Office: 2021-2023 Student Trustee

- 2.1 Grace Molinski: (Lake Superior High School)

3.0 Regular Meeting Call to Order

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, September 27, 2021 be called to order at _____ p.m.

4.0 Approval of Agenda

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/09 Regular Board Meeting, September 27, 2021 be accepted and approved.

[\(Attached\)](#)

5.0 Disclosures of Interest re: Open Session**6.0 Minutes: Board Meetings and Board Committee Meetings**

- 6.1 Board Meetings

✓ **That**, the minutes of the following Board meetings be adopted:
1. Regular Board Meeting 2021/08: August 23, 2021

[\(Attached\)](#)

- 6.2 Board Committee Meetings

✓ **That**, the minutes of the following Board Committee meetings be adopted:
1. Board Policy Review Committee Meeting: September 14, 2021

[\(Attached\)](#)

7.0 Business Arising Out of the Minutes**8.0 Delegations and/or Presentations**

- 8.1 Showcasing Learning: Enhancing Student Learning Spaces
Presentation Titled: Renovations Projects – Summer 2021

(PowerPoint Presentation
- M. Paris & N. Morden Cormier)

- 8.2 Excellence in Education: SGDSB System Presentation
Presentation Titled: The Qualitative Narrative Behind
The Multi-Year Strategic Plan Educational Goals

(PowerPoint Presentation
– Multiple System Leads Presenting)

- 8.3 Report No. 65:
Student Trustee Report: September 2021

[\(Attached\)](#) - Trustees, E. Couture & G. Molinski)

9.0 Reports and Matters for Decision

- 9.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)

- 9.1.1 Board Audit Committee

(K. Pristanski/ A. Marton)

- 9.1.2 Board Policy Review Committee (BPRC)

(M. McIntyre/ N. Morden Cormier)

- 9.1.3 Special Education Advisory Committee (SEAC)

(M. McIntyre/ W. Goodman)

- 9.1.4 Parent Involvement Committee (PIC): Meeting Survey

(N. Morden Cormier)

10.0 Reports of the Business / Negotiations Committee

Superintendent of Business: Alex Marton
Business /Negotiations Chair: Mark Mannisto

- 10.1 Report No. 66:
2020/2021 Interim Report No. 3

([Attached](#) – B. Harris/ A. Marton)

11.0 Reports of the Director of Education

Director of Education: Nicole Morden Cormier

- 11.1 Report No. 67:
Director's Monthly Report: September 2021

([Attached](#) – N. Morden Cormier)

- 11.2 Report No. 68:
Director's Performance Plan for Organizational Growth: Summary

([Attached](#) – Morden Cormier)

12.0 Reports of the Education Committee

Superintendent of Education: Charlie Bishop
Superintendent of Education: Will Goodman
Education Chair: Allison Pelletier

- 12.1 Report No. 69:
Secondary Learning Update

([Attached](#) – W. Goodman)

- 12.2 Report No. 70:
COVID-19 Attestation Update

([Attached](#) – W. Goodman)

- 12.3 Report No. 71:
Elementary Remote Learners

([Attached](#) – C. Bishop)

13.0 New Business

Board Chair: Pinky McRae

- 13.1 Board Chair
- 13.2 Trustee Associations and Other Boards
- 13.3 Trustee Activities
- 13.4 Future Board Meeting Agenda Items
- 13.5 Board Meeting Evaluation Summary: August 23, 2021
- [Evaluation Form Link for September 27, 2021](#)

([Attached](#) – P. McRae)

14.0 Notice of Motion

15.0 Observer Comments

(Members of the public limited to 2-minute address)

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) TBA.

16.0 Committee of the Whole Board (In-Camera Closed)

([Attached](#))

- 16.1 Agenda: Committee of the Whole Board – Closed

✓ **That**, the Superior-Greenstone DSB go into a
Committee of the Whole Board Section B (Closed Session)
at _____ p.m. and that this portion be closed to the public.

16.2 Rise and Report from Closed Session

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at _____ p.m. and that this portion be open to the public.

17.0 Report of the Committee of the Whole Closed Section B

- 17.1 ✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:
1. Regular Board 2021/08: August 23, 2021

[\(Attached\)](#)

17.2 Other Recommendations from Committee of the Whole Closed Session
(This section may be used as required coming out of closed session)

✓ **That**, the Superior-Greenstone DSB adopt the following recommendations as related to the confidential reports, which include:

- (list motions here which may apply)

18.0 Adjournment

✓ **That**, the Superior-Greenstone DSB 2021/09 Regular Board Meeting, Monday, September 27, 2021 adjourn at _____, p.m.

<u>2021 - Board Meetings</u>	
Virtual Meeting - Time 6:30 p.m.	
Monday, October 18, 2021	Monday, November 15, 2021
Monday, November 29, 2021 (1:00 p.m.)	

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/09

Committee of the Whole Board: Closed Session.

Monday, September 27, 2021

Videoconference and Teleconference

A G E N D A

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Closed - Videoconference & Teleconference available due to COVID-19 Pandemic.

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera TBD.

- 1.0 Disclosure of Interest: re Closed Session (P. McRae)
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed) (P. McRae)
- 3.0 In-Camera (closed) Meeting Minutes
 1. Regular Board Meeting 2021-08: August 23, 2021 [\(Attached\)](#)



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

"In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together".

Our Vision:

"Inspiring our students to succeed and make a difference".

Our Motto:

"Small schools make a difference".

Our Values:

"Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking".

Regular Board Meeting 2021/08

MINUTES

Monday, August 23, 2021 – 6:30 p.m.

Videoconference & Teleconference

Microsoft Teams meeting

1 – 8 0 7 – 7 0 1 – 5 9 8 0 Conference ID: 133 431 331#

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Closed. Videoconference & Teleconference available due to COVID-19 Pandemic.

Recorder: G. Christianson

PART I: Regular Board Meeting

Section (A): – (open to public): 6:30 p.m.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:19 p.m.

Land Acknowledgement

Board Chair Pinky McRae provided a land acknowledgement for the Ancestral and Traditional Territories of the Indigenous people on whose lands we are gathering today. We recognize and honour the contributions of the Indigenous peoples for they hold the knowledge, traditions and history of the land.

1.0 Roll Call

<u>Trustees</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Cormier, Dr. Paul			x			Nesbitt, Jason			x		
Groulx, Michael			x			Pelletier, Allison			x		
Major, Christine			x			Pristanski, Kal			x		
Mannisto, Mark						Couture, Erin (Student)			x		
McIntyre, Margaret			X			Grace Molinski (Student)					x
McRae, Pauline (Pinky)			x								

<u>Board Administrators</u>	Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)				
	OS	TC	VC	A	R
Morden Cormier, Nicole: <i>Director of Education</i>			x		
Bishop, Charlie: <i>Superintendent of Education</i>			x		
Goodman, William: <i>Superintendent of Education</i>			x		
Marton, Alex: <i>Superintendent of Business</i>			x		
Harris, Brent: <i>Manager of Financial Services</i>			x		
Paris, Marc: <i>Manager of Plant Services/Transportation</i>					x
Grecica, Jason: <i>Team Lead - Business Services</i>			x		
Nault, Denis: <i>Manager of Human Resources</i>					x
Lucas, Jay: <i>Coordinator of Information Technology Services</i>			x		
Kitchener, Nick: <i>Manager of Information Technology</i>		x			
Renaud, Deana: <i>Mental Health Manager</i>			x		
Bartlett, Shy-Anne: <i>Manager of Indigenous Education</i>			x		
Ebrahim, Mahejabeen: <i>Human Rights and Equity Advisor</i>			x		
Christianson, GerriLynn: <i>Executive Assistant & Communications</i>			x		

2.0 Oath of Office: 2021-2023 Student Trustee**2.1 Grace Molinski: (Lake Superior High School)**

Due to unavailability, Grace Molinski was unable to attend the meeting this evening. Therefore, her oath of office will be deferred to the September 28, 2021 Board meeting.

3.0 Regular Meeting Call to Order**87/21**

Moved by: Trustee M. McIntyre

Second: Trustee M. Groulx

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, August 23, 2021 be called to order at 6:34 p.m.

Carried**4.0 Approval of Agenda****88/21**

Moved by: Trustee J. Nesbitt

Second: Trustee M. Groulx

✓ **That**, the agenda for the Superior-Greenstone DSB 2021/08 Regular Board Meeting, August 23, 2021 be accepted and approved.

Carried**5.0 Disclosures of Interest re: Open Session**

There were no disclosures of interest offered at this time.

6.0 Minutes: Board Meetings and Board Committee Meetings**6.1 Board Meetings**

The board meeting minutes were sent under separate cover from the Board agenda package.

89/21

Moved by: Trustee J. Nesbitt

Second: Trustee K. Pristanski

✓ **That**, the minutes of the following Board meetings be adopted:

1. Regular Board Meeting 2021/07: June 21, 2021

Carried**7.0 Business Arising Out of the Minutes**

Nil.

8.0 Delegations and/or Presentations**8.1 Showcasing Learning: Welcome Back Video - Director Message to Staff**

The Director of Education Nicole Morden Cormier provided an introduction to the presented video. She advised that the Welcome back video message was created with a focus on kindness, empathy and connection. She noted that the school board welcomes this new year with promise and possibility as we come through and in to another school year impacted by the COVID-19 Pandemic. This school year we will continue to acknowledge the vision, connection, belonging, inclusion and equity.

9.0 Reports and Matters for Decision**9.1 Board Committee Reports: (Statutory / Standing / Ad Hoc)****9.1.1 Report No. 60: Board Audit Committee Report June 17, 2021**

Due to administrative error, the incorrect attachment was provided with the Report No. 60, that was provided under separate cover from the agenda. The correct Internal Audit

Plan was circulated to Trustees at the beginning of the meeting via email. A verbal report of the Audit Committee was provided at the June Board meeting, however, the recommendations for the required approvals was not available prior to the finalizing of the June meeting agenda package and therefore were brought forward to this meeting. The recommendations received from the Audit Committee included the appointment of External Audit Member Douglas Sitch for an additional 3-year term and the approval of the Internal Audit Plan for 2021/2022 and 2022/2023 fiscal years.

90/21

Moved by: Trustee K. Pristanski

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB, having received Report No. 60: Report of the Audit Committee – June 17, 2021, approve the appointment of Douglas Sitch as external member for a period of 3 years.

Carried

91/21

Moved by: Trustee K. Pristanski

Second: Trustee M. McIntyre

✓ **That**, the Superior-Greenstone DSB, having received Report No. 60: Report of the Audit Committee – June 17, 2021, approve the 2021/2022 and 2022/2023 Internal Audit Plan.

Carried

10.0 Reports of the Business / Negotiations Committee

*Superintendent of Business: Alex Marton
Business /Negotiations Chair: Mark Mannisto*

10.1 Report No. 61: Board Estimates 2021-2022

Superintendent of Business Alex Marton provided a high-level review and summary of the information presented in the Board Estimates for 2021-2022 report. He advised that the estimates forecast a deficit of \$249,000 due to compliance requirements. This deficit is in compliance with the Ministry guidelines and can be accommodated for from the funds available within our reserves. The estimates outline total expenses of approximately \$46,000,000. The estimates are based on enrollment projections, the review of historical averages carried forward and the estimated impacts of COVID-19.

Superintendent of Education Will Goodman provided a review of the changes to staffing that included a .5 HR Administrator and changes to the Multi-Disciplinary team which included funding for an Indigenous Student Success Advocate.

92/21

Moved by: Trustee M. McIntyre

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB having received Report No. 61, Board Estimates for 2021/2022, adopts the Estimates for the 2021/2022 school year as presented.

Carried

10.2 Borrowing By-Law No. 150

The Manager of Financial Services Brent Harris, provided a review of the Borrowing By-Law No. 150. He explained that this annual request for the borrowing of \$10,000,000.00 is required due to the flow of funds received. The loan provides the School Board with a bridge loan until the Ministry funding is provided. The board has never exceeded the loan amount requested except for this year, when a separate loan was requested to allow for bridge funding for the Geraldton Composite High School capital projects. He advised that the Board currently pays a minimal interest for the use of the funds and that these dollars are not reimbursed by the Ministry except for capital projects. He advised that the department will continue to monitor future interest charges and will bring it forward to the Boards attention should the matter need to be addressed with the Ministry. The By-Law was read out loud by the Board Chair.

93/21

Moved by: Trustee M. McIntyre

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB approves Bylaw No. 150 being a By-Law to authorize the borrowing of up to 10 million dollars (\$10,000,000.00).

Carried

11.0 Reports of the Director of Education*Director of Education: Nicole Morden Cormier*

- 11.1 **Report No. 62: Multi-Year Strategic Plan Cycle One Goals: Final Assessment and Report**
 Director of Education Nicole Morden Cormier provided a review of the Multi-Year Strategic Plan Cycle One Goals, final assessment and report. As articulated in our Multi-Year Strategic Plan, we are a learning organization and our goals were established to ensure the growth of the organization and respond to the ever-changing needs of our communities. The Director was pleased to report that 37 goals were focused on by the team leaders during the last year. She noted that 8 of these goals were reported on through a Board report received in October 2020 and the other 28 goals are reviewed within this report. She expressed her gratitude to the team for their hard work and dedication to see the completion of 13 goals, and with work continuing on an additional 13 goals. Despite the challenges of a global pandemic, working remotely and responding to the needs of the organization, the school board was able to continue to move forward and achieve the goals set out in the Multi-Year Strategic Plan. The Board discussed the plan completion date and noted their recommendation to Senior Administration to make addendum to the current plan as appose to creating a new strategic plan, thus allowing for the completion of the goals.

The Director advised that the school year budget includes the hiring of OESC to help bring the organization further along the path of our qualitative and quantitative measures. This learning will allow the team to better monitor and measure the goals to a greater extent. The information contained in the report will be elaborated on by the System Leads in a report that will be provided to the Board at the September meeting along with the Directors Growth plan.

- 11.2 **Report No. 63: Student Census at SGDSB – All Schools**
 Human Rights and Equity Advisor Mahejabeen Ebrahim presented the report regarding the upcoming student census project for all SGDSB schools. She discussed the success of the pilot study for the student census that was conducted last year with the students of Geraldton Composite High School. The opportunity allowed staff to map out the process of conversation dialogue and collection of student Census surveys prior to the board wide launch. The collection of the Student Census data is mandated by the Ministry and vitally important for the understanding of our students, for tracking future demographic data and most importantly to ensure equity across the school board. The data collected will help identify any areas where equity needs to be addressed and allow the board to make evidence based decisions. The Trustees expressed their gratitude for this work.

12.0 Reports of the Education Committee*Superintendent of Education: Charlie Bishop**Superintendent of Education: Will Goodman**Education Chair: Allison Pelletier*

- 12.1 **Report No. 64: Summer Learning Programs**
 Principal Tara Balog provided a presentation of the Summer Learning Programs facilitated by SGDSB this summer. She was the Interim Summer Principal responsible for the programs that focused on three foundational goals of creating community connection, improving transitions to school and building social skills. With this foundation, students engaged in multiple learning opportunities that included virtual field trips with Science North, financial literacy, drumming and learning with local knowledge keepers, 21st century coding and the new de-streamed math program. The Summer Learning Program was fun and engaging for students. Staff had the opportunity to engage in Professional Development and the sharing of online resources. The program also focused on activities and information that would help students transition from elementary to secondary school or back to the school learning environment.
- 12.2 **SGDSB Reopening Update**
 Superintendents of Education Charlie Bishop and Will Goodman provided a verbal report regarding the reopening plans for this school year. They reported that there are no major changes to the protective measures implemented last year and will continue following the safety protocols as we support students. SGDSB will not be offering virtual independent school this year, but will be offering virtual learning for students to connect with the classrooms so that they

may learn with their peers. At this time, there are approximately a dozen students who have opted for virtual learning.

The Superintendents highlighted the positive changes for this school year that include student access to shared spaces such as libraries, lunch rooms, etc. Students can again benefit from food and snack programs and hot lunches at school. Also, music and extracurricular activities will take place with some additional planning.

For public communication, the Board website has been updated to include the current Fact Sheets outlining the safety measures in place and guidelines. Information has been received from the Ministry in recent days regarding immunization requirements. This is currently under review and additional planning is underway for the confidential collection of immunization records, rapid testing kits for those choosing not to be vaccinated and educational information on vaccination from the Ministry. Information will be sent to Trustees and Staff within the week.

Virtual Board meetings will continue for the next year. At the September Board meeting the Board will receive a presentation regarding the capital work that took place during the summer. The report will include an update on the ventilation work that was completed.

13.0 New Business

Board Chair: Pinky McRae

13.1 Board Chair

The Board chair advised that there is currently nothing to report. She noted that she will continue to forward Trustees all emailed memos received from the Ministry of Education as they are received.

13.2 Trustee Associations and Other Boards

Trustee Paul Cormier discussed the letter written by OPSBA to the Minister in support of mandatory vaccination. He also advised that on Friday, August 27, 2021, he will be attending an all-day meeting with the Indigenous Trustee Council. He looks forward to providing Trustees with information regarding the work being done by Indigenous Trustees across the province.

13.3 Trustee Activities

Trustee Kal Pristanski advised that he attended the George O'Neill Public School graduation held virtually in June 2021. He expressed his gratitude and appreciation for how well the event was organized.

13.4 Future Board Meeting Agenda Items

Nil.

13.5 Board Meeting Evaluation Summary: June 21, 2021

The Board Chair reminded Trustees to please continue to complete the meeting evaluation form for each meeting. The results of the Board meeting evaluation summary for June 21, 2021 was included in the agenda package.

14.0 Notice of Motion

Nil.

15.0 Observer Comments

Nil.

PART II: Committee of the Whole Board

Section (B) In-Camera: – (closed to public) 8:19 p.m.

16.0 Committee of the Whole Board (In-Camera Closed)

16.1 Agenda: Committee of the Whole Board – Closed

94/21

Moved by: Trustee M. Groulx

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section B (Closed Session) at 8:19 p.m. and that this portion be closed to the public.

Carried

16.2 Rise and Report from Closed Session

95/21

Moved by: Trustee K. Pristanski

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB rise and report from the Committee of the Whole Board Section B (Closed Session) at 8:30 p.m. and that this portion be open to the public.

Carried

17.0 Report of the Committee of the Whole Closed Section B

17.1 **96/21**

Moved by: Trustee A. Pelletier

Second: Trustee J. Nesbitt

✓ **That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section B (Closed) Reports be adopted including the confidential minutes from the meeting held as:

1. Regular Board 2021/07: June 21, 2021

Carried

17.2 Other Recommendations from Committee of the Whole Closed Session

Nil.

18.0 Adjournment

97/21

Moved by: Trustee J. Nesbitt

Second: Trustee C. Major

✓ **That**, the Superior-Greenstone DSB 2021/08 Regular Board Meeting, Monday, August 23, 2021 adjourn at 8:31, p.m.

Carried

<u>2021 - Board Meetings</u>		
Virtual Meeting - Time 6:30 p.m.		
Monday, September 27, 2021	Monday, October 18, 2021	Monday, November 15, 2021
Monday, November 29, 2021 (1:00 p.m.)		

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Regular Board Meeting 2021/08

Committee of the Whole Board: Closed Session.

Monday, August 23, 2021

Videoconference and Teleconference

T O P I C S

Board Chair: Pinky McRae

Director: Nicole Morden Cormier

VC Sites: Closed - Videoconference & Teleconference available due to COVID-19 Pandemic.

Recorder: G. Christianson

PART II: Committee of Whole Board – Closed

Section (B): In-Camera 8:19 p.m.

- 1.0 Disclosure of Interest: RE: Closed Session
- 2.0 Approve Agenda: Committee of the Whole In-Camera (Closed)
- 3.0 In-Camera (closed) Meeting Minutes
 - 1. Regular Board Meeting 2021-07: June 21, 2021
- 4.0 Personnel Item: Negotiations Update

Regular Board Meeting 2021-08

Monday, August 23, 2021

M I N U T E S

APPROVED THIS _____ DAY OF _____, 2021

SECRETARY

CHAIR

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
 Teleconference/Videoconference Meeting – Marathon, ON
 Tuesday, September 14, 2021 @ 6:30 p.m.

MINUTES

Microsoft Teams Meeting
 Or call in (audio only) 1 807-701-5980 Phone Conference ID: 594 589 755#

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Jason Nesbitt			X			Michael Groulx			X		
Allison Pelletier		X				Kal Pristanski (Alternate)					X
Margaret McIntyre			X			Christine Major (Alternate)					X
Mannisto, Mark			X			McRae, Pinky (Ex-Officio)					X

Administration Resource Members	OS	TC	VC	A	R
Nicole Morden Cormier: <i>Director of Education</i>			X		
Alex Marton: <i>Superintendent of Business</i>			X		
Charles Bishop: <i>Superintendent of Education</i>			X		
Will Goodman: <i>Superintendent of Education</i>			X		
Marc Paris: <i>Manager of Plant Services</i>			X		
Denis Nault: <i>Manager of Human Resources</i>					X
Stephen Wilson: <i>Principal Representative</i>			X		
Mahejabeen Ebrahim: <i>Human Rights and Equity Advisor</i>			X		
Nick Kitchener: <i>Manager of Information Technology Services</i>			X		
Gerrilynn Christianson: <i>Executive Assistant & Communications (Recorder)</i>			X		

Land Acknowledgement

Committee Chair Margaret McIntyre provided a land acknowledgement for the Ancestral and Traditional Territories of the Indigenous people on whose lands we are gathering today. We recognize and honour the contributions of the Indigenous peoples for they hold the knowledge, traditions and history of the land.

1.0 Review of Minutes: June 7, 2021

The minutes of the June 7, 2021 Board Policy Review Committee were approved by the Board at the June 21, 2021 Regular Board meeting. The minutes were provided for information only.

2.0 Business Arising from Minutes: June 7, 2021

There was no business arising from the previous meeting as there were no policies posted for stakeholder review.

3.0 Reviews: New/Existing Policies**P-411 Display of Flags**

The Director of Education Nicole Morden Cormier presented the updates made to the Display of Flags policy. Changes have also been made to the Management Guideline. The revisions provide clarity regarding National Flag of Canada etiquette and notes that the Canadian flag will receive prominence at all times when displayed with other flags. The Director advised that the display of flags is not governed by any legislation and the rules applied by the federal government are not mandatory for individuals or organizations; as they serve as guidelines only. The board is committed to installing separate flag poles over the next several years were possible, so that flags can eventually be displayed separately.

Action Item:

Submit Policy 411 for stakeholder review.

P-801 Director of Education Role Description

The Director reviewed the changes made to the role description for the Director of Education position, as a result of the work completed by Cornerstone Management. During their review of all non-union job descriptions, the highlighted revisions were recommended for policy 801. The Director advised that the Board of Trustees have the ability to recruit in terms of what the determined needs are for the board when recruiting for the role of the Director. The policy includes a recommendation that the individual have previously held a Superintendent of Education role, however it is not required. The Director discussed the Ministry of Education approval process for all senior level positions.

Action Item:

Submit Policy 801 for stakeholder review.

P-725 Confidentiality of Medical Records (New Policy)

Superintendent of Education Will Goodman presented the newly proposed policy for the Confidentiality of Medical Records. Due to the development of processes for the attendance support program and the COVID-19 Attestation, it was determined that a policy was required outlining the management of medical information collected. He advised that the storage of records will be kept secure and separate from any employee personnel file. The records management is determined based on the medical information. The self-assessment forms are currently kept for 30 days and then destroyed.

Action Item:

Submit Policy 725 for stakeholder review.

P-612 IT Change Management Policy (New Policy)

Manager of IT Services Nick Kitchener provided a review of the newly proposed policy for IT Change Management. He advised that the need for such policy was raised during an external audit review process. The policy provides a formal statement that the board has adopted a framework for IT best practices for change management. The management guideline addresses how new system updates will be rolled out, the mechanism for governance and how emergency changes can be accommodated. The committee requested a change to the last paragraph to have the title of Vice-President changed to Superintendent of Business.

Action Item:

Amend the Policy as noted and submit Policy 612 for stakeholder review.

4.0 List All Policies to be Referred for Stakeholder Review as of September 15, 2021

P-411 Display of Flags
 P-801 Director of Education Role Description
 P-725 Confidentiality of Medical Records (New Policy)
 P-612 IT Change Management Policy (New Policy)

5.0 List All Policies to Refer to Board for Approval on September 27, 2021

There were no policies posted for review and therefore there are no policies to refer to the Board for approval at this time.

6.0 2021 Meeting Schedule

- November 2, 2021
- 2022 schedule will be reviewed/approved at the Boards November Organizational meeting.

7.0 Adjournment

Moved: Mic Groulx

Second: Jason Nesbitt

That, the Board Policy Review Committee Meeting of September 14, 2021 adjourn at 7:23 p.m.

Carried



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 65

Date: September 27, 2021

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Erin Couture and Grace Molinski

SUBJECT: Student Trustee Report: September

**STRATEGIC
PRIORITY:** Stewardship

Background Information

Trustee Molinski has been officially sworn in!

Current Situation

Currently, we're mapping out our goals for this school year, and how we want things to run! We're also thinking about what our main focus will be this school year as well.

Next Steps

This school year, we plan to continue to engage our senators. Depending on the situation of the world, we plan to host some sort of summit, virtual or in person, for our senators, as a kick-off for our 21-22 school year. This also will be a welcome to our new senators! In the near future, we're planning on coming up with some creative ways to recruit some new senators.

For easier communication with our senators, we plan on launching a social media page, most likely on Instagram. This will allow us to make consistent posts, on an application that the majority of the students frequently use! Using Instagram would also allow us to make polls, and pose questions, where we can receive quick responses/feedback from our senators. Additionally, we'll also be using Edsby to engage our senators who do not use Instagram.

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 65, Student Trustee Report: September 2021, for information.

Respectfully submitted by:

Grace Molinski
Student Trustee

Erin Couture
Student Trustee



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 66
Date: August 31, 2021

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Brent Harris, Manager of Financial Services

SUBJECT: 2020/2021 Interim Report No. 3

**STRATEGIC
PRIORITY:** Stewardship

Background

The purpose of the interim financial reports is to provide management and the Board of Trustees with a clear understanding of the status of the current year's budget versus actual expenditures to date, and an outlook for the remainder of the year.

Current Situation

The attached report covers the period from September 1, 2020 to June 30, 2021 and is the third interim report for the 2020/21 school year.

Administrative Recommendations

That the Superior-Greenstone DSB receive the 2020/21 Interim Report No. 3, for information.

Respectfully submitted,

Brent Harris
Manager of Financial Services

Alex Marton
Superintendent of Business

SUPERIOR-GREENSTONE DSB
2020-21 Interim Financial Report #3

For the Period Ending June 30, 2021

Summary of Financial Results

	Estimates	Forecast	In-Year Change	
			\$	%
Revenue				
Operating Grants	30,648,515	30,755,870	107,355	0.4%
Capital Grants	8,159,520	9,188,338	1,028,818	12.6%
Other	6,361,093	8,748,286	2,387,193	37.5%
Total Revenue	45,169,128	48,692,494	3,523,366	7.8%
Expenditures				
Classroom	28,888,644	30,417,543	1,528,899	5.3%
Other Operating	3,285,611	3,420,092	134,481	4.1%
Transportation	1,598,392	1,741,191	142,799	8.9%
Pupil Accomodation	11,035,486	12,376,920	1,341,434	12.2%
Other	612,472	612,468	(4)	(0.0%)
Total Expenditures	45,420,605	48,568,214	3,147,609	6.93%
In-Year Surplus (Deficit)	(251,477)	124,280	375,757	
Prior Year Accumulated Surplus (Deficit)	7,145,345	7,145,345	-	
Accumulated Surplus (Deficit) for Compliance	6,893,868	7,269,625	375,757	

Note: Forecast based on year-to-date actuals up to June 30, 2021

Changes in Revenue

- Enrollment for Pupils of the Board has slightly increased and there was an increase as a result of a new Support for Covid-19 allocation. There is a decrease in the Qualification and Experience Grant allocation but that is offset by the additional revenue.
- Capital grants are up due to the increase in grants approved for the large capital project at GCHS, as well as the Covid-19 Resilience Infrastructure Stream.
- Other Revenue is up due to an increase in Priorities and Partnership Fund (PPF) grants approved in year. In addition, there is also an increase in Jordan's Principle funding.

Change in Expenditures

- Classroom, Other Operating and Transportation expenses are up due to a slight increase in enrolment and additional expenses related to PPF grants.
- Pupil Accommodation is up due to increased pupil accommodation amortization and additional PPE costs.

Change in Surplus/Deficit

- For compliance purposes, we are projecting a surplus of \$124,280

Risks & Recommendations

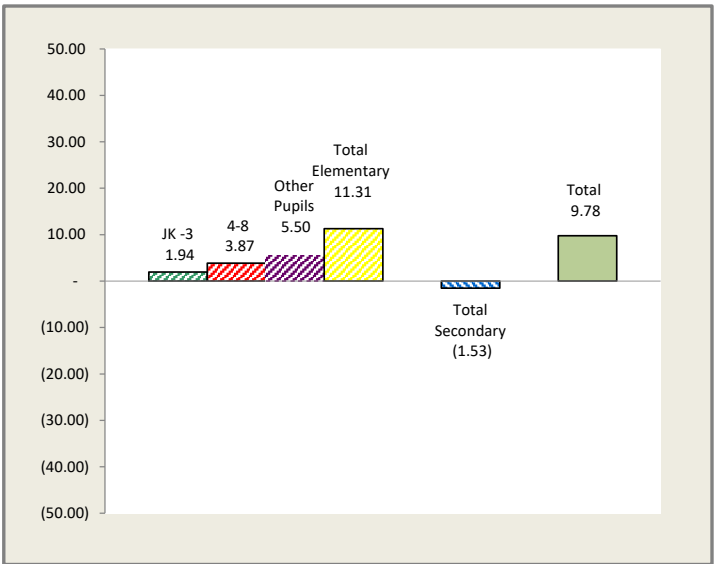
- Retirement payments are being funded from our current grants
- The financial implications of Covid-19 continue to be a relative unknown, and will continue to be monitored by board administration.

Summary of Enrolment

ADE	Estimates	Forecast	In-Year Change	
			#	%
Elementary				
JK -3	307.09	309.03	1.94	0.6%
4-8	369.47	373.34	3.87	1.0%
Other Pupils	38.00	43.50	5.50	14.5%
Total Elementary	714.56	725.87	11.31	1.6%
Secondary <21				
Pupils of the Board	524.50	530.72	6.22	1.2%
Other Pupils	118.50	110.75	(7.75)	(6.5%)
Total Secondary	643.00	641.47	(1.53)	-0.2%
Total	1,357.56	1,367.34	9.78	0.7%

Note: Forecast is based on Actual March 31, 2021 Count Date

Changes in Enrolment: Estimate v. Forecast



Highlights of Changes in Enrolment:

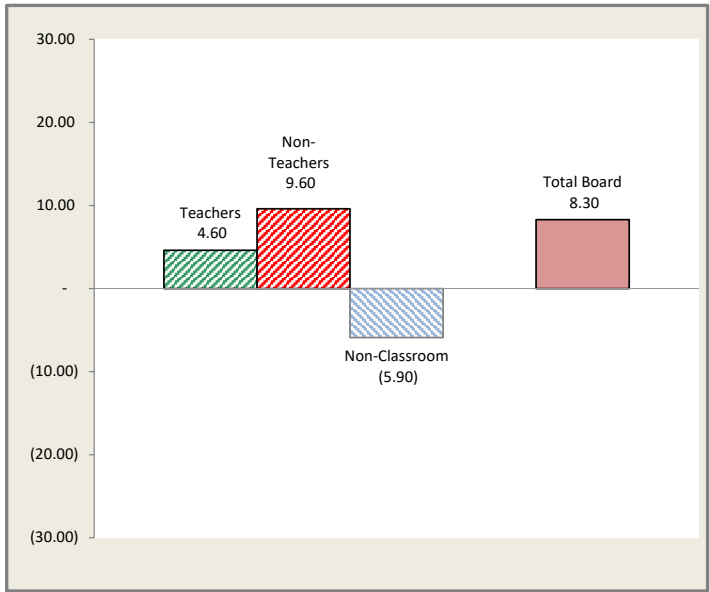
- Total board enrolment is up 9.78 ADE.

Summary of Staffing

FTE	Estimates	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	135.2	139.8	4.60	3.4%
Non-Teachers	136.6	146.2	9.60	7.0%
Total Classroom	271.8	286.0	14.20	5.2%
Non-Classroom	75.9	70.0	(5.90)	(7.8%)
Total	347.7	356.0	8.30	2.4%

Note: Forecast is based on Revised Estimates.

Changes in Staffing: Estimate v. Forecast



Highlights of Changes in Staffing:

- Teachers up 4.6 due to virtual schools.
- Non-teachers is up due to additional education assistances and an additional child and youth worker.
- Non-classroom is down due reduction in custodial staff compared to Estimates



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 67

Date: September 27, 2021

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Nicole Morden Cormier, Director of Education



SUBJECT: Director's Monthly Report – September 2021

STRATEGIC

PRIORITY: Learning, Well-Being, Stewardship and Relationships

Background

The Director's Monthly Report is an opportunity to showcase examples of the numerous ways in which school personnel and system staff are operationalizing the 2018-2023 Multi-Year Strategic Plan. For the month of September, we have provided a variety of examples that demonstrate how schools and the system are launching the learning (referred to as recovery learning) at SGDSB. Recovering learning is the process to enable students to transition back from remote learning or breaks in face-to-face learning, including addressing the mental, physical, well-being and academic success.

	<p>Everyone is excited to be back together. We started our year with an assembly and then worked in our cohorts to finish building our heart garden, to commemorate the students being found in the unmarked graves of the former residential schools. At the end of the first week we had our welcome breakfast! It was so great to have everyone in the building and able to participate.</p> <div data-bbox="1052 898 1421 1176" data-label="Image"> </div> <div data-bbox="544 1207 815 1564" data-label="Image"> </div> <div data-bbox="987 1207 1356 1480" data-label="Image"> </div>
	<p>Our Wildcat community worked hard to bring joy and connection into the forefront of our first few days of the school year. Students and staff engaged in outdoor activities and events that not only promoted a positive and strengths based beginning to our learning journey together, but also allowed space for students and staff to reconnect within our school community, develop feelings safety, and set the stage for a successful year of learning, through joy and connections within our school, and within our larger community.</p>



Students and staff are excited to be back in the building. Education staff have been focusing on knowing where our learners are at with a variety of diagnostic and relationship-building activities happening in classrooms and throughout the school. Teachers are innovative with their practices as we move into the first quadmester, (evident during classroom visits and during conversations about how students are doing.) Our staff are also actively engaged in creating positive opportunities for our students, from experiential learning in our community, a safe return to athletics, and the reintroduction of a variety of extra-curriculars, guided by student voice.










CYW WEEKLY CALENDAR FOR CLUBS					
CYW CLUB	MONDAY SEPT 13	TUESDAY SEPT 14	WEDNESDAY SEPT 15	THURSDAY SEPT 16	FRIDAY SEPT 17
OPEN GYM	OPEN GYM 11:25-12:15 11/12 COHORT		OPEN GYM 11:25-12:15 9/10 COHORT	OPEN GYM 11:25-12:15 11/12 COHORT	OPEN GYM 11:25-12:15 9/10 COHORT
WIDJEWAGAN GROUP		WIDJEWAGAN GROUP 11:25-12:15 CULTURAL ROOM			
GAMING CLUB		GAMING CLUB 3-4PM LIBRARY 9/10 COHORT		GAMING CLUB 3-4PM LIBRARY 11/12 COHORT	
JACK. ORG.					JACK. ORG. MEETING 11:25-12 LIBRARY BOTH COHORTS















Students have returned to school with great excitement. They are once again connecting with peers and staff in-person! Staff have begun the year with a soft start where the focus has been social emotional learning, establishing relationships and connections. The fall weather has allowed us to get outdoors for learning, circles and relationship building! Our First Rider Program was a great opportunity to connect with families prior to school start-up and develop home-school relationships with our incoming families.



Lake Superior High School, in collaboration with Pays Plat First Nation (PPFN), received a grant for approximately \$30,000 dollars from Hydro One, TD bank, and Jane Goodall Foundation for new bleachers for the PPFN Powwow grounds. The Outdoor Environmental Science students visited PPFN on September 15th, 16th, and 17th to participate in a variety of Cultural activities with Pays Plat community members, such as: Truth and Reconciliation, Residential schools, traditional harvesting, and traditional medicine. Students were also able to help put together the bleachers with the aid of Pays Plat community members, and canoed the Pays Plat river with local guides while keeping safety at the forefront.




	
	<p>This September the TBPS Team is focusing on the importance of connections! We are intentionally planning for and providing staff and students with opportunities to engage in meaningful activities that support the development of positive relationships as well as our social and emotional well-being.</p>
	<div data-bbox="532 993 971 1329">  </div> <div data-bbox="987 993 1425 1360"> <p>At Schreiber public <i>we pride ourselves</i> in creating learning environments that give students opportunities to take ownership of their learning. This September our grade 7/8 class worked in collaboration with Learning for A Sustainable Future and Pays Plat First Nation to complete a project that focused on brining an awareness to protecting and maintaining clean water in Lake Superior.</p> </div>
	<p>Beardmore Public School has started the year with a return to the 4-Agreements (a way how to be together). Learning centered around Active Listening, Mutual Respect, Appreciations and the Right to Participate/Pass. As part of our whole school orientation students engaged in relationship and inclusion building activities that included: I like my friend who.... And engaging drawing portraits of each other.</p> <div data-bbox="557 1675 958 1974">  </div> <div data-bbox="987 1560 1425 1871">  </div>


 NAKINA PUBLIC SCHOOL	<p>We are so excited to be back at school, the hallways and classrooms are full of happy chatter, enthusiasm and energy. The teachers took full advantage of the gorgeous fall weather and worked outside as much as possible enabling the students and staff to reconnect in a safe and welcoming environment. We were able to take great pictures of all of the students on their first day back to school and framed them up to send home as first day keepsakes for our parents.</p>  
	<p>MMPS is welcoming students back with a new routine that honours the Indigenous culture. Each morning, before the day begins, students and staff gather in circle for smudge, land acknowledgement and daily announcements. It is the perfect start to the day!</p> 
	<p>It was so exciting to welcome the students and staff back to B.A. Parker this September! We have chosen to work on building and rebuilding relationships with our students as we enter this "soft start" period of the year. We are celebrating their growth and learning over the summer months. Students are sharing their stories in classes and explaining what they have learned with their families. We are learning and sharing strategies for success. Our initiatives this year will focus on increasing student engagement through a focus on equity, Social Emotional Learning, and Self-Regulation.</p>
	<p>We were very excited to see the students again walk through the front entrance of GCHS. All SGDSB Staff were treated to PD learnings from Sandra Herbst and Jody Carrington and we continued our conversation of our understandings in our local GCHS breakout rooms in TEAMS. This year our focus at GCHS is student voice, student well-being and returning to engaging in the face-to-face learning format. We are all happy to be here and look forward to the year ahead as we are getting to know the students all over again through building relationships with them and their families. GCHS is particularly excited about the opening of the new lunchroom space!</p>


	<p>We are excited to welcome all the students back to Dorion Public School this school year! Classes have been busy outside building their outdoor learning spaces, creating the norms and procedures for the classroom using student voice, gathering information about students and building relationships to set the stage for learning for the year.</p>
	<p>The hallways of GOPS are once again filled with excited students and educators! GOPS is committing this year to deepening the relationships and connections we have with our students, our families, and each other. Students have been spending time outdoors engaging in outdoor learning and team building activities which will support their re-entry into the regular school routine. Our students are ready and eager to learn and we at GOPS are committed to meeting them where they are at!</p>
	<p>Students and staff are finding their way back to learning together. Our staff enjoyed some time together in the courtyard on the return to school PD Days. Our Foods/Math/Coop teacher has been working with our grade 12 math class to provide nutritious snacks to all our students while supporting collaborative math learning. Our grade 10 art class has started out right away working with clay, as many students find this medium to be very engaging and tactile. One of our English teachers is organizing a student vote through, "Civix." Our grade 11 biology class was learning to classify species using items from sports - rugby ball, birdie, football... And our grade 9's are taking part in Physical Education and getting outside for baseball and walks while trying out badminton and volleyball in the gym.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Our System Leads have also been extremely busy this month, supporting schools and students, and engaging in planning for the future.

<p>Learning and Well-Being: System Inquiry and August Leadership Conference</p>	<p>Leading that Builds Hope and Healing</p> <p>As we continue to re-imagine learning and leadership in a way that builds hope and healing, it can be argued that it is more important of a time than any other for heightened responsiveness. For taking the time to know our students holistically, so that we are able to respond in a way that allows every student to grow and flourish. To support us in this work, we have crafted an inquiry question that will guide this journey. Together, at all levels and facets of Superior-Greenstone, we will develop our inquiry mindedness of both our personal and systemic practices in relation to the student experience.</p> <p>Overarching Critical Inquiry Question: Which of my personal and systemic practices in relation to the content, environment and approaches to learning either advantage or disadvantage student physical, emotional, mental, spiritual experience(s) for all students?</p> <p>It is this focus and overarching question that provided the lens through which our leaders engaged in the August Leadership Learning. Speakers and facilitators, including Dr. Jody Carrington, Sandra Herbst and Mahejabeen Ebrahim, guided us through content that reminded us of the importance of slowing down and starting strong. Recovery learning is about listening, being in the moment and centering student voice so that we can more deeply understand where they are at as they re-</p>
-------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	enter our buildings. More deeply understanding our students will nurture a more equitable approach for students as we deliberately reflect on which of our personal and systemic practices are supporting students.	
Learning & Relationships: Return to In-person Co-op Work Experiences	<p>In demonstrating our commitment to learning and celebrating the growth and success of our students, we are pleased to announce that we had 12 successful students in the summer Co-op program which generated 26 credits. Our students worked in a variety of placements around Superior-Greenstone, including but not limited to, White Lake Provincial Park, Figliomeni Ford, the Town of Red Rock and the Ginoogaming Band Office. The summer Co-op program provided students an opportunity to further develop global competency skills, achieve personal goals, and for some it helped them to get back on track to achieving their OSSD.</p> <p>As we return to in-person Co-op work placements, educators are connecting with community partners to intentionally plan for and provide students with authentic learning opportunities that support personalized learning, and social-emotional wellbeing. We will continue to build relationships and collaborate with our community partners to meaningfully celebrate individual identity, anchored in curricular transformation and the achievement of career-life goals.</p>	
Well-being and Relationships: Staff Wellness Workshop Series	<p>Coming back to our workplaces after almost two years of COVID means transition and adjustment back to learning for staff as well. We wanted to address staff well-being by offering a monthly wellness workshop series covering various topics of mental health. The first workshop took place September 14th. This is the first initiative related to staff well-being of the 2021-2022 school year, with more to come as our Disability and Wellness Administrator and Manager of Mental Health look forward to more strategic planning and implementation.</p>	
Learning and Well-being: Week of Well-being		<p>Understanding that we are coming into learning in unique and complex circumstances, SGDSB is prioritizing student well-being by offering a week of virtual and in school events that educators can elect for their class to join. These sessions prioritize mental health and Indigenous activities to promote equity and wellness.</p>
Learning and Well-Being: Secondary Schools	The re-opening of our schools is a celebration for many but for some re-connecting may be a challenge. In order to support the well-being of students, secondary schools have added sections to help learners re-engage with staff, students and community. We recognize that some students have not been in school for over a	

	<p>full year and the careful and planned transition work of each school is helping to support the collective belonging of our students. We will continue to take supportive and individual approach to welcoming back our students.</p>
Learning, Relationships and Well-Being: Early Years	<p>The transition to Kindergarten is an exciting time for our youngest learners, their families and even their educators. To support the learning, relationships and well-being for everyone, the First Rider Program is an opportunity to experience the sights, sounds and even smells of riding the school bus! Every SGDSB Elementary school hosted a bus ride in collaboration with the ETBTC and Southland. It was a wonderful way to meet our students and families in person and soak up the joy that comes from the first experiences of riding the school bus!</p>
Indigenous Education: Truth and Reconciliation	<p>SGDSB is committed to focusing on Truth and Reconciliation. Each school, the Learning Center and the Board Office has an Every Child Matters flag that will be up from September 17 - Oct 1, with some schools choosing to keep up longer. Many schools invited Elders, Knowledge Keepers and/or community members to participate in an outdoor ceremony for the flag raising. These flags show our commitment to move forward in a good way as we stand with Indigenous communities and acknowledge the history we are collective part of and continue to work towards a better future for all.</p>  <p>The photograph shows a group of approximately 15 people, including children and adults, standing on a grassy area in front of a dark brick building. A large flag is being held up by several people. The building has a sign that reads "SUPERIOR-GREYSTONE DSB LEARNING CENTRE" and a circular logo featuring a tree.</p>
Learning: Numeracy - Gr. 9 De-streamed Math	<p>Four grade 9 educators (Jen Tucker - GCHS, Malorey McGrath - LSHS, Kevin Smith - NRHS, and Jamie Mallais - MRHS) are demonstrating their commitment to learning by striving to be current in their professional knowledge in recognizing its relationship to practice as they work with Laura Gini-Newman from the Thinking Consortium. Involved with representatives from two other boards, the educators are working on a project involving transforming learning in mathematics through critical inquiry. They are working to create units of study that will support implementation of the new curriculum in a way that supports thinking and reasoning through equitable practices. This work will then be shared with other educators as we work to support our de-streamed grade 9 math classes.</p>
Learning: Special Education - Empower	<p>Recovery Learning is a focus for staff as schools re-opened and students were welcomed back to class. As we continue to prioritize and foster learner-centred environments, staff across the region are getting to know and reconnect with students. Getting to know the learner in front of you is an important component in being able to plan and deliver meaningful, culturally relevant and responsive learning experiences for all students. As part of our ongoing work to support all students in learner centered environments teachers and special education teachers engaged in training in the evidence-based reading intervention program: Empower. Designed for students who struggle in reading, this program is an important addition to our practices that support students. This intervention program supports the building of foundational skills that students need to learn to read. By gaining these strategies and skills, students build confidence in their abilities, which will serve as one component that will help to propel them forward in their learning. By using specific and targeted approach to learning to read, teachers will be creating learning opportunities that are reflective of students specific needs.</p>

<p>Relationships: Positive Behaviour Support Restorative Practices</p>	<p>Restorative Practices is an equitable, proactive, and responsive approach that seeks to create connections, build and maintain relationships, and restore relationships when harm has occurred. At SGDSB we continue to enhance safe learning environments through the implementation of principles and conditions that promote a positive sense of self, spirit and belonging for ALL students, and in June engaged in training with the International Institute for Restorative Practices (IIRP) to expand our team to support continued implementation in schools.</p> 
--------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Administrative Summary

That the Superior-Greenstone DSB receive Report No. 67, Director's Monthly Report – September 2021, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 68

Date: September 27, 2021

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Nicole Morden Cormier, Director of Education

SUBJECT: Director's Performance Plan for Organizational Growth: Summary

STRATEGIC

PRIORITY: Learning, Well-Being, Relationships

Background

The Director of Education Performance Review Policy 804 addresses the Board's commitment to providing an environment where the Director of Education is supported in achieving the performance expectations as they support student achievement and well-being. The Superior-Greenstone District School Board will annually conduct a growth-oriented review of the Director of Education's performance, as the Director of Education is the Board's sole employee. The Director of Education is responsible for actively participating in the performance review process. By October of each year, the Director of Education shall submit a report to the Board, which provides an overview of the focuses and goals for the upcoming school year.

Current Situation

The foundation of the Director's Performance Plan for Organizational Growth is the completion of a Needs Assessment. This ongoing process drives the determination of the areas of focus for the Performance Plan, within the responsibilities as outlined in Policy 801, Director of Education.

The following areas of focus have been identified for the 2021-2022 school year. As recommended by feedback from 2020-2021, the number of goals have been reduced, and most goals now focus, directly and indirectly, on Student Achievement and Well-Being, as this is the foundational part of the governance role of the Board of Trustees. The goals in the operational area, specifically the goals designed to increase efficiency and effectiveness of board operations, have not been included, as they fall outside of the Board's scope of governance.

Table One: Summary of Focus Areas for Organizational Growth, 2021-2022

Director of Education Responsibility (Policy 801)	Areas of Focus (2021-2022)
1.1 Student Achievement and Well-Being Provides advice and leadership to the board in setting goals for student achievement and in promoting the value that all children can learn.	Data Collection, Analysis and Reporting: We will use systematically collected data and information about student learning to inform decision making and actions for the district and schools, which will in turn, influence classroom practice.
1.1 Student Achievement and Well-Being Maintains the conditions that foster respectful and responsible behaviour for each student.	Establish policies and procedures that promote positive student behaviour and well-being. 1. School Level Processes <ol style="list-style-type: none"> Require schools to develop safe and accepting school teams to develop and update strategies to maintain and improve school climate in the area of bully intervention and prevention. Require the establishment of a school wide approach to promote positive relationship-building between and among students and

	<p>educators, using Restorative Practices, and grounded in the understanding of the relationship-based approach to learning (e.g. rather than punitive, where possible).</p> <p>2. System Level Processes</p>
<p>2.1 Education Leadership</p> <p>Provides leadership to Superintendents and Principals to ensure that all decisions made, and actions taken by leaders will maintain student learning, well-being and equity at the core.</p>	<p>Establish, monitor and support a set of expectations/commitments for all educational leaders that adhere to the Ontario Leadership Framework, the School Effectiveness Framework and the needs of the students of SGDSB, in the following areas:</p> <ol style="list-style-type: none"> 1. Instructional Goals (reading, culturally responsive approaches, social-emotional learning, bully prevention) 2. Assessment Procedures (equity and inclusive assessment practices, Supported School Self-Assessment) 3. Priorities (one year's growth for every student, ongoing feedback, learning mindsets, professional relationships, transitions) 4. Intelligent Accountability (data drives instruction, centralization of leadership at the school level).
<p>3.1 Director/Board Relations</p> <p>Supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in Board policy.</p>	<p>In anticipation of the upcoming retirements from SGDSB, in collaboration with the Board of Trustees, the Director will identify and facilitate the creation of a public relations campaign that promotes an understanding of the role of the trustee to the public, prior to the fall 2022 Board of Trustee elections process. Materials will consider various audiences. A professional media company will be hired to produce these materials.</p>
<p>7.1 Planning</p> <p>Reports regularly on implementation and results achieved in relation to the Board's Multi-Year Strategic Plan and District Improvement Plans.</p>	<p>Data Collection, Analysis and Reporting: We will use systematically collected data and information about student learning to inform decision making and actions for the district and schools, which will in turn, influence classroom practice.</p> <p>System Level Processes:</p> <p>MYSP Measurement and SMART Goal Development Project</p> <p>The Director of Education has contracted to Sid Ali, Managing Director, Research and Evaluation Consulting, Inc. to facilitate the learning and the development of Operational Plans, at the Management Level (Managers) and the Board Learning Plan at the System Level (System Support Coordinators). This work has been launched through an analysis of the Multi-Year Strategic Plan and will assist us in preparing to enhance the structure (specifically the measurables) of the suggested addendum to the plan.</p>
<p>10.1 Community and Community Relations</p> <p>Establishes effective communication strategies to keep the district informed of key monitoring requirements, student and staff success, local issues and board decisions.</p>	<p>The Director of Education and Executive Assistant/Communications will return to the implementation of the SGDSB Communications Plan and Communications Protocol documents from 2019. Using baseline data from 2019, goals will be developed to focus the impact of the renewed focus on communication.</p>

11.1 Student, Staff and District Recognition/Public Relations Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff and district successes.	Strategies: 1. Wellness strategy for staff. 2. Volunteer Recognition Program 3. Staff Recognition Program Enhanced for retirees and those who demonstrate exemplary actions in making a difference.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Each goal will be evaluated based upon the following criteria:

5	The evidence provided demonstrates that this goal was reached.
4	The evidence provided demonstrates that this goal is partially implemented.
3	The evidence provided demonstrate that this goal is beginning to be implemented.
2	Some evidence was provided.
1	No evidence was provided

Next Steps

Each area of focus will have an associated SMART goal (quantitative data) and/or a list of criteria that reflects the desired state (qualitative data) to allow the Director of Education to monitor and support the achievement of each goal. Evidence will be populated for Trustees to review, and the Director of Education will continue to draw the attention of trustees to the reports that highlight evidence of the progress in each area of focus. The Director's Performance Plan for Organizational Growth evaluation document will be provided to the Trustees if they choose to engage in ongoing documentation.

Administrative Recommendations/Summary

That, the Superior-Greenstone DSB receive Report No. 68, Director's Performance Plan for Organizational Growth: Summary, for information.

Respectfully submitted by:

Nicole Morden Cormier,
Director of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 69

Date: September 27, 2021

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Will Goodman, Superintendents of Education

SUBJECT: Secondary Learning Update

**STRATEGIC
PRIORITY:** Learning, Well Being, Relationships, Stewardship

Background

The COVID-19 pandemic has created many challenges but also a variety of opportunities over the past year. The Ministry of Education has placed specific requirements in order to ensure the safe re-opening of schools. One such requirement is the need to reduce the number of contacts that students have with one another, in order to limit the possible spread of the virus, and to facilitate contact tracing. Last year, SGDSB used a Quadmester system for secondary students as well as the introduction of a virtual secondary school. Although we recognize that there were challenges with both structures, we also need to celebrate some of the positive impacts, particularly for student achievement.

Last year, the Quadmester system involved students taking 2 classes over a 9-week (approximately 45 days) time period. Exam days became instructional days to support the wellbeing and best practices for learning during a pandemic, and thus allowed staff increased instructional time. Through feedback from students and staff, asynchronous days were added to the schedule so that each Quadmester ended with a day to complete tasks, meet with teachers, engage in system-wide student-based learning opportunities (including mental health, well-being and transition seminars) and prepare for the new Quadmester.

Several challenges were identified with this model and include the following: students not having 150 minutes with their classroom teacher as other teachers in the building were scheduled to cover a portion of each class to provide preparation time; long periods of time with each subject per day and short periods of time for the Quadmester; inability to participate in extra-curriculars and field trips, and the move to fully virtual courses from February to June.

A number of successes with this model were also identified and include the following: increased Grade 9 credit accumulation (8 of 8 credits earned went up from 73% to 79%); greater amount of time for students learning with hands on strategies (and outdoor learning); greater connection to teaching staff; greater safety and cohorting when in class; fewer classes for students to manage at once; ability for learners from home to connect from home if absent; and greater success as reported by some First Nation communities on well-being and credit accumulation.

In the 2020/2021 school year, the Ministry of Education mandated all publicly funded Ontario School Boards to create virtual schools that offered independent courses for learners who were not prepared or able to return to school. The number of secondary students enrolled in the virtual school varied each Quadmester as people moved between schools over the school year and the average was approximately 40 secondary learners. In the second half of the year enhancements were made where Grade 9 and 10 virtual learners had programs scheduled based on the needs of each student using the virtual school whereas Grade 11 and 12 virtual learners attended videoconference courses using the SGDSB videoconference rooms in order to earn credits needed for their pathways. This change allowed for greater options and for our Grade 11 and 12 students to maintain their pathway.

Current Situation

The Ministry of Education is once again requiring schools to operate where students are attending no more than 2 courses per day. We are continuing to use the Quadmester system for the first half of the

year with a few enhancements to ensure our students continue to see success. Exam days have been reinstated and particular attention is being paid to ensure that current assessment and evaluation practices are used to best inform educators. Asynchronous days to conclude each Quadmester will once again be used to support the transition of students to the next set of courses. Students will have the same classroom teacher for the entire 150 minutes of class. We recognize that teaching staff will be required to teach 2 out of 4 Quadmasters where they will have a half day (150minutes) for teaching and a half day (150 minutes) for preparation time and that the inverse is a full day (300 minutes) of teaching without preparation time. We recognize the dedication and commitment of our staff to ensure learners are provided with the ministry required 300 minutes of daily instruction.

SGDSB is not offering an independent virtual school for secondary students this year. We have increased the number of videoconference classrooms in each high school from 3 to 5 rooms over the summer. This increase allows students who have elected to learn from home to join courses and participate with peers. Currently 12 students have elected for remote learning and are attending videoconference courses and e-learning courses to meet their pathway needs.

Next Steps

1. We will continue to monitor and support students who are accessing learning using the Quadmester system as well as learning remotely. Health and safety is at the root of all decisions and we continue to make further enhancements to the learning environment for all secondary students. Decisions around the second half of the year will be made closer to the date and will depend on Ministry of Education and Public Health guidance.

Administrative Summary:

That, the Superior-Greenstone DSB receive Board Report No. 69, Secondary Learning Update, for information.

Respectfully submitted by:

Will Goodman
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 70

Date: September 27, 2021

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Will Goodman, Superintendents of Education

SUBJECT: COVID-19 Attestation Update

STRATEGIC PRIORITY: Learning, Well Being, Relationships, Stewardship

Background

On August 17, 2021, the Government of Ontario announced and implemented an immunization disclosure policy for all publicly funded school board employees, staff in private schools and licensed childcare settings and individuals regularly in these settings, for the 2021- 2022 school year.

Current Situation

Below you will find relevant information as it applies to the COVID-19 Attestation at SGDSB.

Introductory Information

- The Vaccine disclosure policy has been mandated by the Ministry of Education in order to determine the number of staff and individuals who frequent the schools.
- This mandate is only applicable to the adults in our schools and is administered in a respectful and confidential manner.
- All vaccination information that is collected is considered private health information and thus is confidential.
- Vaccines are not mandated at Superior-Greenstone District School Board.
- SGDSB has a limited amount of casual staff who can replace employees across the district and therefore a vaccine requirement would have negative implications on keeping our classrooms staffed and thus, open to face-to-face learning.

What is an attestation?

There are 5 options to choose from in the attestation:

- 1) Fully vaccinated. (Two doses of a two-dose vaccine, or one dose of a single-dose vaccine, and having received the final vaccine dose at least 14 days ago).
- 2) Partially vaccinated – 2 choices-
 - a. have only had one vaccination of or 2 dose series OR
 - b. have had 2 vaccinations but the second is within the last 14 days.
- 3) Medically exempt- a medical exemption form will be provided on request.
- 4) No plans to be vaccinated and the requirements as outlined by the MOE.

What happens if people entering the school are not vaccinated?

- Medically exempt applies only to the following two areas
 1. an allergist/immunologist-confirmed severe allergy or anaphylactic reaction to a previous dose of a COVID-19 vaccine or to any of its components that cannot be mitigated;
 2. a diagnosed episode of myocarditis/pericarditis after receipt of an mRNA vaccine)

- If someone is not vaccinated, they will complete rapid antigen testing as well as viewing a video resource prescribed by the Ministry of Education. The data collection process will remain confidential at all times and the Disability and Wellness Administrator will only have access. The verification and reporting of the rapid antigen testing will occur through the confidential Thrive Health app.
- Testing is to take place at an individual's residence prior to attending work.
- Testing should be implemented consistently on a weekly basis with at least 3 days between tests and conducted Sunday to Friday.
- Testing should not take place more than 48 hours before attending work.
- Any individual that receives a preliminary positive result on a COVID-19 rapid antigen test is required to:
 - Seek a confirmatory PCR test immediately (ideally within 48 hours) at a designated testing centre.
 - Isolate immediately until the result of their confirmatory test is known.
 - Safely return to work only after they receive a negative result on a confirmatory test at a designated testing centre.

What happens if people do not participate in the attestation and or the rapid antigen testing with the learning session?

- Individuals who refuse to participate in the attestation and rapid antigen testing with the learning session will be subject to progressive discipline.

Next Steps

- Continuing to follow all of the safety measures in place will allow schools to remain open and provide students with successful learning opportunities.
- SGDSB will continue to conduct this sensitive work in a confidential and respectful manner and will not disclose any confidential information.

Administrative Summary:

That, the Superior-Greenstone DSB receive Board Report No. 70, COVID-19 Attestation Update, for information.

Respectfully submitted by:

Will Goodman
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

Report No.: 71

Date: September 27, 2021

TO: Chair and Members of the
 Superior-Greenstone District School Board

FROM: Charles Bishop

SUBJECT: Elementary Remote Learners

STRATEGIC

PRIORITY: Learning, Relationships & Well-being

Background

In the 2020/2021 school year the Ministry of Education mandated all publicly funded Ontario School Boards to create Virtual Schools that offered a program of learning for students who were not prepared or able to return to school because of circumstances related to the pandemic. The program followed parameters set out by the Ministry in Policy/Program Memorandum 164: Requirements for Remote Learning. The number of elementary students enrolled in the virtual school remained roughly consistent throughout the year with approximately 60-70 students at any given time. Overall, 98 students were enrolled in the Elementary Virtual School in total.

While the Ministry of Education required school boards to offer remote learning options for the 2021-2022 school year to parents/guardians who required them because of COVID-19 concerns, SGDSB is not offering an independent virtual elementary school this year. In the spring, Principals surveyed the parents/guardians to gather information regarding the interest of remote learning for this school year. The numbers were very low, which indicated a separate virtual school was not required, and we would consider meeting the requests for remote learning within each school.

Current Situation

Presently there are 14 learners whose parents/guardians have opted for remote learning. They are spread across 4 schools and range from grades SK-8. While we waited for the final decisions to be made by parents/guardians and for late registrations, the remote learners were accommodated by their classroom teachers in consultation with the parents/guardians and Principal, as to the best mode of learning that would work for all people involved. Seven of the learners between grades 4-8 are engaged using a hybrid synchronous model of remote learning, while the other seven learners in grades SK-8 are in an asynchronous model. Now that we have a definite number of remote learners and knowledge of their learning model, we have posted for a teacher of remote learning to meet the needs of all 14 learners. The Board of Trustees approved the hiring of the teacher at the August regular meeting, as part of the budget process. In the meantime, these students will continue to be engaged with their school.

Next Steps

Once the teacher of the remote learners is hired, a schedule will be created to meet the Requirements For Remote Learning as mandated by the Ministry of Education. The teacher will liaise with the Principals from the 4 schools as well as the classroom teachers to be able to program for the remote learners. The teacher will be on staff at Manitouwadge Public School, and the students will be registered as one class at the school for attendance records and evaluation purposes, but will remain at home for

their learning. We will continue to monitor the situation and make adjustments where needed in response to the COVID-19 situation in our schools.

Administrative Recommendations

That the Superior-Greenstone DSB receive Report No. 71, Elementary Remote Learners, for information.

Respectfully submitted by:

Charles Bishop,
Superintendent of Education



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
Trustee Evaluation: Regular Board Meetings
RESPONSE SUMMARY FOR
August 23, 2021 REGULAR BOARD MEETING

Reflection	Yes	No	N/A	Total Responses out of 11
Do you feel that the information in the agenda package adequately prepared you for the meeting?	4	0	0	4
The presentations were relevant to the governance work of the Board – (e.g. relating to student achievement, well-being and the budget).	4	0	0	4
The Board Chair effectively moderated the meeting (e.g. kept it moving, facilitated questions, provides reminders of bylaws when necessary, etc.)	4	0	0	4
The information provided in the agenda package and through the presentations was sufficient in order to make an informed decision.	4	0	0	4
The meeting was successful in carrying out the aims of the Board's Multi-Year Strategic Plan.	4	0	0	4
The presentations and board reports were clearly connected to the implementation of the Strategic Plan and this evidence helped me to gain confidence in its effective implementation.	4	0	0	4
Optional: Based upon the role of the trustee, what items from this meeting allowed you to gain confidence in your role and what needs to be improved to allow you to fulfill your role in a more effective way? Responses: <ul style="list-style-type: none"> • Having questions answered respectively and efficiently. • Nothing to improve on, every report and presentation was excellent. It was a great way to start the school year off. Great things are happening and great things will continue to happen. 				
Optional Comments: <ul style="list-style-type: none"> • I look forward to the return of in person board meetings. • How should we refer to the Board Chair, "Madam Chair", or Chairman McCrae", etc.? 				